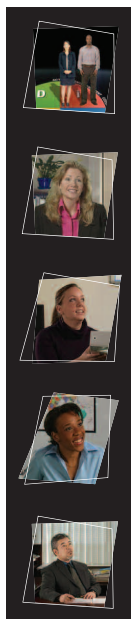


EVERYTHING DiSC® MANAGEMENT VIDEO VIEWING GUIDE

The *Everything DiSC® Management* video increases management effectiveness using the power of DiSC®. It includes 31 vignettes of contemporary video with real-world, management-specific employee interactions. The video works three ways: as stand-alone video clips, integrated with the *Everything DiSC Management* facilitation PowerPoint®, or integrated into your custom PowerPoint. See www.everythingdisc.com/management/help for more detailed information.

This manual provides an overview of the video content as it appears in the DVD-format video menu, located in the Facilitation Materials folder. Like the *Everything DiSC Management Profile* and facilitation materials, the video helps managers to

- Develop their styles
- Improve communication
- Increase employee engagement



Management Styles introduces the DiSC model and describes the four DiSC management styles

Page 2

People Reading shows eight segments modeling various DiSC styles.

Page 2

Directing and Delegating shows the unadapted and adapted interactions of a manager as he directs and delegates to the four styles.

Page 4

Creating Motivating Environments shows how a manager creates environments that demotivate and motivate the four styles.

Page 6

Working with Your Manager shows adapted interactions of a manager as he tries to get buy-in from his boss.

Page 8

MANAGEMENT STYLES

TOTAL LENGTH: 6 MINUTES



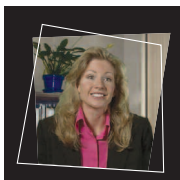
This video segment introduces participants to the DiSC® model and illustrates the four DiSC styles. It shows the Everything DiSC® Management Map and illustrates the different priorities of D, i, S, and C managers.

USING THE MANAGEMENT STYLES SEGMENT IN FACILITATION

This segment is used in Module 1, where it introduces participants to *Everything DiSC Management* and explains its benefits as a tool for more effective management.

PEOPLE READING

TOTAL LENGTH: 10 MINUTES

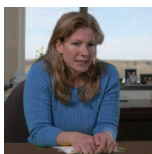


The segments provide an opportunity for participants to learn how to read people's DiSC styles through the people-reading process. One actor, Renee, plays all of the styles in order to keep participants focused on the behaviors and not on the individual. It also helps convey the subtlety involved in determining DiSC styles.

USING THE PEOPLE READING SEGMENTS IN FACILITATION

These eight segments are used in Module 2, where they help participants begin to understand the people they manage. In the facilitation materials, the scenarios are used in order, but they are designed to be played in any sequence that works for your training. Scenarios 6, 7, and 10 feature a combination of styles, and are likely to be more challenging for participants.

SCENARIO 1



S style: In this scenario, Renee is moderate-paced and warm. She says that she's happy to help out, and she doesn't want to trouble anyone. She beats around the bush rather than asking directly for what she needs. Her cautious, apologetic manner gives away her S style. She wants to get her tasks done on time to avoid inconveniencing another colleague.

SCENARIO 2



C style: In this scenario, Renee is cautious and skeptical, and she talks slowly and deliberately. She uses several phrases that give away her C style, including "serious reservations," "scratch beneath the surface," "systematically," and "analyze." Renee wants to examine the report carefully to uncover any errors that might have been missed, and she fears that her colleagues may have let their excitement get the best of them.

SCENARIO 3



i style: In this scenario, Renee is positive, fast-paced, and enthusiastic, and she starts by affirming a colleague's presentation. She also focuses on what other people think about the presentation, and this gives away her relationship-focused i style. She's so excited about the presentation that she wants to share it with her team. Her speech is very positive, and she tries to convince her colleague by saying it would be "a blast" to have another presentation.

SCENARIO 4



C style: In this scenario, Renee responds negatively to a deadline that's been moved up unexpectedly. Because she wants to be sure about the data in the report, she wants more time. Her unemotional demeanor and focus on accuracy give away her C style. When she tries to buy herself some more time, she says she'll "hole up" alone in her office for three to four hours to get the project ironed out.

SCENARIO 5



D style: In this scenario, Renee is fast-paced, serious, and focused on the bottom line. She wants to keep things moving, and she expresses impatience and frustration with unnecessary meetings that draw things out. She's frustrated with her colleague, Sara, who is probably more methodical and careful. Renee's D style becomes evident when she emphatically says, "Let's just do this!"

SCENARIO 6



Di or iD style: In this scenario, Renee is enthusiastic and results focused. She gets really excited about an idea and immediately puts a plan in motion. Phrases like "cranking this out," "I know these people," and "turn this thing around" give away her Di or iD style. Paperwork and procedures are of little interest to her. While she keeps other people in mind, she insists that even if they resist the proposed change at first, "they'll get over it."

SCENARIO 7



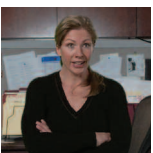
SC or CS style: In this scenario, Renee is moderate-paced, cautious, diplomatic, and systematic. She wants to take extra time to review things step by step. She gives away her SC style by showing concern for others and also focusing on systems and structures. She's concerned with a quality outcome and offers to review the project and make suggestions. Yet, she's careful not to step on the toes of her colleagues.

SCENARIO 8



S style (optional): In this scenario, Renee is moderate-paced and patient. When talking to a colleague who needs more time on a project, she's reassuring and accommodating. Her friendly and supportive approach gives away her S style, and she tells her colleague to take as much time as needed.

SCENARIO 9



D style (optional): In this scenario, Renee shows her impatience with a service provider that isn't meeting her expectations. Her blunt, direct, and fast-paced approach gives away her D style, and the first word out of her mouth in this segment is "no." Renee's priorities here are results and a quick turnaround, so she's ready to tell the provider "point blank" that they're not performing adequately. She's focused on the bottom line, and she's ready to get on the phone to get things moving.

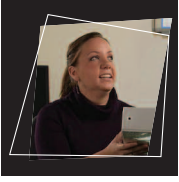
SCENARIO 10



CD or DC style (optional): In this scenario, Renee shows her frustration and skepticism in her facial expressions and demeanor. Her direct approach and moderate pace give away her CD or DC style. Renee uses key phrases that fit her style, including "this isn't going to work," and "don't want to waste time." Renee wants to get things done, but she also wants to make sure they're done right.

Directing and Delegating

TOTAL LENGTH: 8 MINUTES



This section helps participants learn how to adapt to meet the needs of each style. Keep in mind that the manager, Charles, is not meant to portray a particular style. Instead, he illustrates an ineffective approach in each “A” segment, and an adaptive, more effective approach in each “B” segment. The facilitation materials refer to specific segments in a specific order. However, the video may be played in any order, with any emphasis that you choose. **Most facilitators find it helpful to show the ineffective interaction (“A”) before illustrating the adaptive behavior (“B”) of each combination.**

“A” INTERACTION

The **first interaction** of each manager/employee duo (labeled “A” on the menu) shows the natural, unadapted interaction between the two characters. These segments were designed to show an ineffective approach to directing and delegating to each style.

“B” INTERACTION

The **second interaction** (labeled “B” on the menu) uses the same scenario, but shows an effective meeting in which Charles has adapted his behavior to meet the employee’s preferences.

USING THE DIRECTING AND DELEGATING SEGMENTS IN FACILITATION

These segments are used in Module 3, where they help participants understand the directing and delegating needs of different styles. There are a total of eight segments, each described below.

D SALESPERSON – CARLOS

Charles/Carlos (A) D Employee

Charles asks Carlos to revise a report by giving some very specific directions. The communication is ineffective because

- Charles doesn’t give Carlos the big picture
- Charles doesn’t allow Carlos to have any ownership of the project
- Charles doesn’t explain why changes are being made



Charles



Carlos
D Employee

Charles/Carlos (B) D Employee

This time, Charles gives more context and explanation to Carlos. The communication is more effective because

- Charles explains the big picture by talking about the board meeting
- Charles gives Carlos some autonomy after explaining the goal
- Charles gives a clear explanation of why the changes are necessary

i EMPLOYEE – ANNA

Charles/Anna (A) i Employee

Charles gives a complex assignment to Anna just before leaving town, and he doesn't provide much direction. The communication is ineffective because

- Charles gives her piles of information and assumes she'll process it
- Charles doesn't offer any support or deadlines
- Charles mistakes Anna's cheerful acceptance for understanding



Charles



Anna
i Employee

Charles/Anna (B) i Employee

This time, Charles puts some support into place to set Anna up for success. The communication is more effective because

- Charles clarifies her level of experience and adjusts his instruction
- Charles suggests a collaborative meeting before he leaves town
- Charles spends time with Anna to set up timelines and benchmarks

S EMPLOYEE – CHRISTIANA

Charles/Christiana (A) S Employee

Charles is rushed when he meets with Christiana, and he doesn't take the time to give her the feedback she's looking for. The communication is ineffective because

- Charles is impatient and negative
- Charles gives Christiana a tight deadline without the support and resources she'll need to meet it
- Charles fails to provide the specific direction Christiana wants



Charles



Christiana
S Employee

Charles/Christiana (B) S Employee

This time, Charles takes a friendly and calm approach, which is reassuring to Christiana and makes the task seem manageable. The communication is more effective because

- Charles gives her more time to prepare before he leaves town
- Charles provides clear directions and notes
- Charles acknowledges the uncertainty, but gives her reassurance

C EMPLOYEE – MICHAEL

Charles/Michael (A) C Employee

Charles is energetic and positive in his meeting with Michael, but he doesn't provide specific information. The communication is ineffective because

- Charles praises Michael's work without providing specific feedback
- Charles insists that Michael collaborate with others on the contracts
- Charles doesn't provide the resources that Michael needs



Charles



Michael
C Employee

Charles/Michael (B) C Employee

This time, Charles is more specific in his praise, constructive criticism, and directions, and this puts Michael at ease. The communication is more effective because

- Charles cites specific examples of Michael's good work
- Charles is more flexible about Michael's preference to work alone
- Charles provides clear directions and resources

CREATING MOTIVATING ENVIRONMENTS

TOTAL LENGTH: 8 MINUTES



This section shows how managers can create motivating environments for employees. Keep in mind that the manager, Greta, is not meant to portray a particular style. Instead, she illustrates an ineffective approach in each “A” segment, and an adaptive, more effective approach in each “B” segment. The facilitation materials refer to specific segments in a specific order. However, the video may be played in any order, with any emphasis that you choose. **Most facilitators find it helpful to show the ineffective interaction (“A”) before illustrating the adaptive behavior (“B”) of each combination.**

“A” INTERACTION

The **first interaction** of each manager/employee duo (labeled “A” on the menu) shows the natural, unadapted interaction between the two characters. These segments were designed to show an ineffective approach to creating a motivating environment for each style.

“B” INTERACTION

The **second interaction** (labeled “B” on the menu) uses the same scenario, but shows an effective meeting in which Greta has adapted her behavior to meet the employee’s preferences.

USING THE CREATING MOTIVATING ENVIRONMENTS SEGMENTS IN FACILITATION

These segments are used in Module 4, where they help participants learn about the motivational needs of different styles. There are a total of eight segments, each described below.

MOTIVATING CARLOS – D EMPLOYEE

Greta/Carlos (A) D Employee

Greta makes it clear that she’s in charge by giving Carlos very little responsibility and dismissing his ideas. The communication is ineffective because

- Greta micromanages Carlos and doesn’t give him autonomy
- Greta doesn’t let Carlos talk to the reps or pitch his idea to the senior team
- Greta nitpicks Carlos’ report



Greta

Greta/Carlos (B) D Employee

This time, Greta asks for Carlos’ input and validates his role as an important member of the team. The communication is more effective because

- Greta lets Carlos take some chances
- Greta gives Carlos authority to take the lead with the reps and pitch his idea
- Greta gives positive feedback and big-picture corrective feedback



Carlos
D Employee

MOTIVATING ANNA – i EMPLOYEE

Greta/Anna (A) i Employee

Greta is in a hurry and gives Anna a lot of negative feedback. She dismisses Anna's fun ideas and collaborative efforts. The communication is ineffective because

- Greta gives lukewarm feedback to Anna
- Greta rejects Anna's video-clip idea and asks for more data instead
- Greta denies Anna's request for team planning meetings



Greta



Anna
i Employee

Greta/Anna (B) i Employee

This time, Greta takes a much more friendly approach and offers opportunities for Anna to interact with others. The communication is more effective because

- Greta combines positive feedback with constructive criticism
- Greta is receptive to Anna's fun ideas
- Greta puts Anna in charge of planning an office social event

MOTIVATING CHRISTIANA – S EMPLOYEE

Greta/Christiana (A) S Employee

Greta assumes that Christiana can change direction as quickly as she can. The communication is ineffective because

- Greta doesn't keep Christiana informed about changed deadlines
- Greta prevents Christiana from working collaboratively
- Greta asks Christiana to make a phone call that is out of her comfort zone



Greta



Christiana
S Employee

Greta/Christiana (B) S Employee

This time, Greta is more considerate of Christiana's preference to collaborate and to have reasonable timelines. The communication is more effective because

- Greta shows appreciation for Christiana's flexibility and hard work
- Greta gives Christiana more notice that the deadline might move up
- Greta gives Christiana an opportunity to help a colleague

MOTIVATING MICHAEL – C EMPLOYEE

Greta/Michael (A) C Employee

Greta stops Michael—note that she calls him "Mike"—in the hallway with several immediate requests that make him uncomfortable. The communication is ineffective because

- Greta tells Michael to prepare a same-day presentation
- Greta asks Michael to go to a client happy hour without advance notice
- Greta requests team meetings that Michael finds unnecessary



Greta



Michael
C Employee

Greta/Michael (B) C Employee

This time, Greta gives Michael more lead time and asks for his input on how he'd like to complete the tasks. The communication is more effective because

- Greta addresses him in a more formal setting
- Greta makes collaboration and the happy hour optional
- Greta provides an agenda and offers to send data to Michael

WORKING WITH YOUR MANAGER

TOTAL LENGTH: 4 MINUTES



This section helps participants learn specific ways in which they can adapt to get buy-in from their own manager. The segments show one character, Charles, adapting to managers who represent four different styles.

USING THE WORKING WITH YOUR MANAGER SEGMENTS IN FACILITATION

These segments are used in Module 6, where they help participants see different approaches to getting buy-in. After watching these segments, participants can create an action plan for working better with their managers.

SEGMENT 1: CHARLES AND ANN



Charles introduces the idea of adding a new team member to Ann, a “D” manager, by focusing on their bottom-line goal of 10% growth. His style is direct and to the point, and he points out that the additional funds are within the budget. When Ann shows concern about timing, Charles responds with a clear plan for getting someone on board quickly. To give Ann control and an ownership stake, Charles suggests that they both interview the new hiring agency before proceeding. Ann responds well to his matter-of-fact approach and quick pace.

SEGMENT 2: CHARLES AND CHAD



Charles introduces the idea of adding a new team member to Chad, an “I” manager, by generating excitement about reaching the goal of 10% growth. His style is energetic, fast-paced, and collaborative, and he talks about his gut instinct. When Chad points out that they already added a new person, Charles focuses on relationships, explaining that they need someone to connect with customers, rather than work in the back office. When Chad responds positively, Charles suggests that they brainstorm together and pull in another colleague.

SEGMENT 3: CHARLES AND PALANI



Charles introduces the idea of adding a new team member to Palani, an “S” manager, by focusing on people. His style is calm and warm. He explains that team members are feeling stressed and gives specific examples. He explains that in order to get the expected 10% growth, they need to support their employees. Rather than pushing Palani for a quick decision, Charles give him plenty of time to consider the information. Since supporting his employees aligns with Palani’s priorities, he agrees to discuss it. Charles ends the conversation by showing his appreciation for Palani’s receptiveness.

SEGMENT 4: CHARLES AND STEPHANIE



Charles introduces the idea of adding a new team member to Stephanie by requesting an appointment. Rather than springing everything on Stephanie at once, Charles introduces the idea so she can take some time to consider it. His style is reserved and analytical, and he says data suggests that productivity is limited by staffing issues. Charles shows a competent and authoritative grasp of the data, yet he also respects the validity of Stephanie’s questions. Stephanie is convinced that the situation deserves further analysis, and Charles agrees to review the data with her later that day.